St Columb Major Academy: Geography Curriculum Progressions

The National Curriculum states:

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography Curriculum: NC Programmes of Study							
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	UW: The World (30-50 & 40-60)	*Name and locate the world's seven continents and five oceans *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		*Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
Place Knowledge	UW: The World (30-50 & 40-60)	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
Human & Physical Geography	UW: People & Communities (30-50 & 40-60) UW: The World (30-50 & 40-60)	*Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		*Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
Geographical Skills & Field Work	Dev Matters: Characteristics of Effective Learning UW: The World (30-50 & 40-60)	*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage *Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			

Geography Curriculum: Progression of Locational Knowledge

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UW: The World **40-60** They talk about the features of their own immediate environment and how environments might vary from one another.	Locate 4 continents on a world map and name them. Know that a continent is a group of countries. Know they live in the continent Europe. Locate and name 2 oceans on a world map. Know an ocean is a large body of water. Locate and name the 4 countries of the UK on a map. Know UK is short for United Kingdom. Identify the human & physical characteristics of the 4 countries. Name the country they live in. Know the capital cities of the 4 countries of the UK. Know that a capital city is the city where the country's government is located. Locate London on a map and begin to locate the other 3 capital cities.	Locate & name all 7 continents on a world map. Locate & name the 5 oceans on a world map. Identify on a map the ocean closest to the continent they live in. Know that a sea is a body of water smaller than an ocean. Know & name the 4 bodies of water surrounding the UK & identify on a map. Locate the capital cities of the 4 UK countries. Identify human & physical characteristics of the 4 capital cities. Show on a map where St Columb is in relation to London.	Locate some countries in Europe & N and S America using maps. Locate some major cities of countries studied. Locate some key physical features in countries studied on a map including significant environmental regions. Locate some key human features in countries studied. Locate & name the most significant mountain ranges on a world map and identify any patterns. Locate where the world's volcanoes are on a map and identify the 'Ring of Fire'. Know that mountains, volcanoes & earthquakes largely occur at plate boundaries. To know where N&S America are on a world map. Know the names of some countries & major cities in Europe & N/S America. Locate & name some counties in the UK (local to school). Know the name of the county they live in. Locate & name some cities in the UK (local to school). Know their closest city. Begin to locate & name the twelve geographical regions of the UK *(NE,NW, Yorkshire & the Humber, E Mids, W Mids, East, London, SE, SW, Scotland, Wales, N.Ireland)* Identify how topographical features studied have changed over time using examples. Describe how locality has changed over time, giving examples of both physical & human features. To know the main types of land use. To know some types of settlement. Identifying key physical & human characteristics of geographical regions in the UK.	Locate & name some of the world's most significant rivers and identify patterns. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). Know that biomes are areas of the world with similar climates, vegetation & animals. Know the world's biomes. Know vegetation belts are areas of the world which are home to similar plant species. Find the position of the equator & describe how this impacts out environmental regions. Know that countries near the equator have less seasonal changes than those near the poles. Find lines of latitude & longitude on a globe & explain why these are important. Know the equator is a line of latitude indicating the hottest places on Earth & splitting globe in N & S hemispheres. Identify the position of the N & S hemispheres and explain how they shapes our seasons. Know they are halves of the Earth & have alternate seasons to each other. Know lines of longitude are invisible lines that determine how far E & W a location is from Prime Meridian. Know lines of latitude are invisible lines that determine how far N & S a location is from the equator. Identify the position of the Tropics of Cancer and Capricorn & their significance. Know they are lines of latitude & mark the equatorial region; the countries with the hottest climate. Identify position & significance of Arctic & Antarctic Circles. Know their boundaries are marked by invisible lines. Know the patterns of daylight in Arctic/ Antarctic Circles & the equatorial regions. ***Y4 revisits, consolidates and builds on all the Y3 knowledge and skills (except Volcanoes & Ring of Fire) in addition to the statements above.**	Locate & name more countries in Europe and N&S America using maps. Locate major cities of the countries studied. Name many major cities in countries of Europe and N&S America. Know & locate on a map key physical features in countries studied. Locate key human features in countries studied. Identify significant environmental regions on a map. Locate & name many counties in the UK. Locate & name many cities in the UK. Name & locate the 12 geographical regions of the UK. Identify key physical and human characteristics of the geographical regions in the UK. Know that London & the SE regions have the largest population in the UK. Understand how land-use has changed over time, giving examples. Explain why a locality has changed over time, giving examples of both physical & human features. Use longitude & latitude when referencing location in an atlas or on a globe. Identify location of Prime/Greenwich Meridian & time zones (including day & night) and explaining its significance. Know Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.	Locate & name more countries in Europe and N&S America using maps.* Locate major cities of the countries studied.* Name many major cities in countries of Europe and N&S America. * Know & locate on a map key physical features in countries studied. Locate key human features in countries studied.* Identify significant environmental regions on a map.* Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Name & describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). Locate & name many counties in the UK.* Locate & name many cities in the UK.* Name & locate the 12 geographical regions of the UK. Identify key physical and human characteristics of the geographical regions in the UK.* Understand how land-use has changed over time, giving examples.* Explain why a locality has changed over time, giving examples of both physical & human features.* Use longitude & latitude when referencing location in an atlas or on a globe.* Identify location of Prime/Greenwich Meridian & time zones (including day & night) and explaining its significance.* Know Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.* ***Y6 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y5**

Geography Curriculum: Progression of Skills for Place Knowledge

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UW: The World **40-60** Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	Name key similarities & differences between local area and a small area of a contrasting non-European country. Describe what physical features may occur in a hot place in comparison to a cold place. Know that life elsewhere in the world is often different to ours & often has similarities to ours.	Know, describe & begin to explain some key similarities & differences between local area and a small area of a contrasting non-European country.	Describe & begin to explain similarities & differences between two regions studied. Describe how & why humans have responded in different ways to local environments. Discuss how climates have an impact on trade, land use and settlement. Describe & explain how people who live in a contrasting physical area may have different lives to people in the UK. To know the positive & negative effects of living near a volcano. To know the negative effects an earthquake can have on a community & to know the ways in which communities respond to earthquakes.	Describe & begin to explain similarities & differences between two regions studied.* Describe how & why humans have responded in different ways to local environments.* Discuss how climates have an impact on trade, land use and settlement.* Describe & explain how people who live in a contrasting physical area may have different lives to people in the UK.* Explain what measures humans have taken in order to adapt and survive in cold places. ***Y4 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y3**	Describe & explain similarities & differences between two regions studied. Explain how & why humans have responded in different ways to their local environments and in 2 contrasting regions. Use maps to explore wider global trading routes. To know some similarities & differences between the UK and a European mountain range. To know why tourists visit mountain regions.	Describe & explain similarities & differences between two regions studied.* Explain how & why humans have responded in different ways to their local environments and in 2 contrasting regions.* Compare the climate studied in a region of the UK wit that of a region of N& S America and discuss how both climates have an impact on trade, land use & settlement. Explain what measures humans have taken in order to adapt to survive in hot places. ***Y6 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y5**

Geography Curriculum: Progression of Skills for Human and Physical Geography

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UW: The World **30-50** Shows care and concern for living things and the environment. **40-60** Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. **UW: People & Communities** **40-60** Shows interest in different occupations and ways of life They know about similarities and differences between themselves and others, and among families, communities and traditions.	Describe how the weather changes with each season in the UK. Describe the daily weather patterns in their locality. Confidently use the vocab 'season' and 'weather'. To know the 4 seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know weather conditions can be measured and recorded. Recognise some physical features in their locality. Know that physical features means any feature of an area that is on the Earth naturally. Recognise some human features in their locality. Know that human features means any feature of an area that was made or built by humans.	Locating some hot & cold areas of the world on a map. Locate the equator & N & S Poles on a world map. Locate hot & cold areas of the world in relation to the equator and the N & S Poles. Know the equator is an imaginary line around the middle of the Earth. Know that because it is the widest part of the Earth, the equator is much closer to the sun than the poles. Know the N Pole is the northernmost point & the S Pole is the southernmost point of the Earth. Know that different parts of the World experience different weather conditions & these are often caused by the location of the place. Describe the key physical features in a local river area using basic geographical vocab. Describe the key physical features of a coast line and how it changes over time using subject specific vocab. Know that coastlines (& other physical features) change over time. Describe the key human features of a coast line & how it changes over time using subject specific vocab. Know some key physical & human features of the UK. Describe & understand the differences between a city, town & village. Know that a sea is a body of water that is smaller than an ocean. Know that human features change over time.	**<u>Physical Features</u>** Describe how physical features, such as mountains are formed, and why earthquakes & volcanoes occur. Describe where volcanoes, earthquakes & mountains are located globally. Describe & explain how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape & communities. Know the different types of mountains and volcanoes & how they are formed. Know an earthquake is an intense shaking of the ground. **<u>Human Features</u>** Describe & understand types of settlement & land use. Explain why a settlement & community has grown in a particular location. Explain why different locations have different human features. Explain why people might prefer to live in an urban or rural place. Describe how humans can impact the environment both positively & negatively, using examples. Know the main types of land use. Know the different types of settlement. Know an urban place is someone near a town or city. Know a rural place is somewhere near the countryside.	**<u>Physical Features</u>** Map & label the 7 biomes on a world map. Understand some on the causes of climate change. Describe how physical features, such as rivers are formed. Describe & explain how physical features such as rivers & mountains have had an impact upon the surrounding landscape & communities. Describe how humans use water in a variety of ways. Know that the water cycle is the processes which move water around our Earth & name these processes. Know the key features of a river. Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation & wildlife. Know the world's biomes. Know the hottest biomes are between the Tropics of Cancer & Capricorn. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones. Know that climates can influence the foods able to grow. **<u>Human Features</u>** Explain why different locations have different human features.* Describe how humans can impact the environment both positively & negatively, using examples.* Know the main types of land use.* Know water is used by humans in a variety of ways. Know that a natural resource is something that people can use which comes from the natural environment. Know the threats to the rainforest both on a local & global scale. Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions & are treated with respect & equality. Know the UK grows food locally & imports food from other countries. ***Y4 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y3**	**<u>Physical Features</u>** Describe & understand the key aspects of the 6 biomes. Describe & understand the key aspects of the 6 climate zones. Understand some of the impacts & causes of climate change. Describe & understand the key aspects & distribution of the vegetation belts in relation to the 6 biomes, climate & weather. Give examples of alternative viewpoints & solutions regarding an environmental issue & explain its links to climate change. Know vegetation belts are areas of the world that are home to similar plant species. Name & describe some of the world's vegetation belts. Know why the ocean is important. **<u>Human Features</u>** Describe & understand economic activity including trade links. Suggest reasons why the global population has grown significantly in the last 70 years. Know the global population has grown significantly since the 1950s. Describe the 'push' & 'pull' factors that people may consider when migrating. Recognise geographical issues affecting people in different places & environments. Describe & explain how humans can impact the environment both positively & negatively. Know which factors are considered before people build settlements. Know migration is the movement of people from one country to another. Know some positive & negative impacts of humans on the environment.	**<u>Physical Features</u>** Describe & understand the key aspects of the 6 biomes. * Describe & understand the key aspects of the 6 climate zones.* Understand some of the impacts & causes of climate change.* Describe & understand the key aspects & distribution of the vegetation belts in relation to the 6 biomes, climate & weather.* Give examples of alternative viewpoints & solutions regarding an environmental issue & explain its links to climate change.* Know vegetation belts are areas of the world that are home to similar plant species.* Name & describe some of the world's vegetation belts.* **<u>Human Features</u>** Describe & understand economic activity including trade links.* Understand the distribution of natural resources both globally and within a specific region or country studied. Recognise geographical issues affecting people in different places & environments.* Describe & explain how humans can impact the environment both positively & negatively.* Know that natural resources can be used to make energy. Know some positive & negative impacts of humans on the environment.* Know the threats to oceans and corals. ***Y6 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y5**

Geography Curriculum: Progression of Skills for Geographical Skills and Field Work

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Characteristics of Effective Learning</u> **Finding out and exploring:** •Showing curiosity about objects, events and people •Showing particular interests **Being involved and concentrating** •Maintaining focus on their activity for a period of time •Showing high levels of energy, fascination •Not easily distracted •Paying attention to details **Having their own ideas** •Thinking of ideas **Making links** •Making links and noticing patterns in their experience •Developing ideas of grouping, sequences, cause and effect **<u>UW - People & Communities</u>** **30-50** *Shows interest in different occupations and ways of life. **40-60** *They know about similarities and differences between themselves and others, and among families, communities and traditions. **<u>UW - The World</u>** **30-50** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Shows care and concern for living things and the environment. **40-60** •Looks closely at similarities, differences, patterns and change. *Children know about similarities and differences in relation to places, objects, materials and living things. *They talk about the features of their own immediate environment and how environments might vary from one another.	Use an atlas to locate UK Use a map of UK to locate the 4 countries Begin to use atlas to locate the 4 capital cities of the UK. Use a world map /globe to locate 4 of world's 7 continents (Europe/N&S America/Asia) Use a world map /globe to locate Atlantic & Pacific Oceans Use directional lang to describe the location of objects in classroom/ playground Use directional lang to describe the features on a map in relation to other features (real/imaginary) Respond to instructions using directional lang to follow routes. Beginning to use the compass points (NSEW) to describe the location of features on a map. Recognise local landmarks on aerial photos Recognise basic human features on aerial photos Recognise basic physical features on aerial photos Draw freehand maps (real/imaginary) using simple pictures or symbols. Drawing a simple sketch map of the classroom & playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps Using simple picture maps and plans to move around school.	Recognising why maps need a title. Using an atlas to locate the 4 capital cities of the UK. Using a world map/globe & atlas to locate the 7 continents. Using a world map/globe & atlas to locate the 5 oceans. Using locational language & compass points (NSEW) to describe the location of features on a map. Using locational language & compass points (NSEW) to describe the route on a map. Using locational language & compass points (NSEW) to plan a route in the playground/ school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photos & plan perspectives. Recognising human features on aerial photos & plan perspectives. Recognising physical features on aerial photos & plan perspectives. Drawing a map & using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground/school grounds using symbols to represent human & physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g. show the playground is smaller than the field) Using an aerial photo to draw a simple sketch map using basic symbols for a key.	Begin to use maps at more than one scale. Using atlases, maps, globes, satellite images & beginning to use digital mapping to locate countries studied. Using atlases, maps, globes & beginning to use digital mapping to recognise & describe physical & human features in countries studied. Using the scale bar on a map to estimate distances Finding countries & features of countries in an atlas using contents & index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name & recognise key physical & human features in regions studied. Begin to use 4-figure grid references to locate features on a map in regions studied. Beginning to give instructions using the 8 points of a compass. Using a simple key on their own map to show an example of both physical & human features. Following a route on a map with some accuracy. Saying which directions are NSEW on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photo & then locating these on an OS map of the same locality & scale in regions studied.	Able to use maps at more than one scale, sometimes with support. Using atlases, maps, globes, satellite images & beginning to use digital mapping to locate countries studied. Using atlases, maps, globes & beginning to use digital mapping to recognise & describe physical & human features in countries studied. Using the scale bar on a map to estimate distances Finding countries & features of countries in an atlas using contents & index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name & recognise key physical & human features in regions studied.* Accurately using 4-figure grid references to locate features on a map in regions studied. Able to give instructions using the 8 points of a compass. (occasionally with support). Using a simple key on their own map to show an example of both physical & human features.* Following a route on a map with some accuracy.* Saying which directions are NSEW on an OS map.* Making and using a simple route on a map.* Labelling some features on an aerial photo & then locating these on an OS map of the same locality & scale in regions studied.* ***Y4 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y3**	Able to use & understand maps at more than one scale. Using atlases, maps, globes & digital mapping to locate countries studied. Using atlases, maps, globes & digital mapping to describe & explain physical & human features in countries studied. Identifying, analysing & asking questions about distributions & relationships between features using maps (e.g. settlement distribution) Using the scale bar on a map to calculate distances. Recognising an increasing range of OS symbols on maps & locating features by beginning to use 6-figure grid references. Recognising the difference between OS and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise & describe human & physical features studied. Using models and maps to talk about contours and slopes. Beginning to select a map for a specific purpose. Confidently using the key on an OS map to name & recognise key physical & human features in regions studied. Accurately using 4-figure grid references and starting to use 6-figure grid references to locate features on a map in regions studied. Able to give instructions using the 8 points of a compass. Follow a short preprepared route on an OS map. Beginning to identify the 8 compass points on an OS map.	Confidently using & understanding maps at more than one scale. Using atlases, maps, globes & digital mapping to locate countries studied.* Using atlases, maps, globes & digital mapping to describe & explain physical & human features in countries studied.* Identifying, analysing & asking questions about distributions & relationships between features using maps (e.g. settlement distribution)* Using the scale bar on a map to calculate distances.* Recognising an increasing range of OS symbols on maps & locating features using 6-figure grid references. Recognising the difference between OS and other maps and when it is most appropriate to use each.* Beginning to use thematic maps to recognise & describe human & physical features studied. Selecting a map for a specific purpose. Confidently using the key on an OS map to name & recognise key physical & human features in regions studied.* Accurately using 4 & 6-figure grid references to locate features on a map in regions studied. Confidently giving instructions using the 8 points of a compass. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using 6-figure grid references & the 8 points of a compass. ***Y6 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y5**

Geography Curriculum: Progression of Skills for Geographical Skills and Field Work (continued)

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Characteristics of Effective Learning **Finding out and exploring:** •Showing curiosity about objects, events and people •Showing particular interests **Being involved and concentrating** •Maintaining focus on their activity for a period of time •Showing high levels of energy, fascination •Not easily distracted •Paying attention to details **Having their own ideas** •Thinking of ideas **Making links** •Making links and noticing patterns in their experience •Developing ideas of grouping, sequences, cause and effect **UW - People & Communities** **30-50** *Shows interest in different occupations and ways of life. **40-60** *They know about similarities and differences between themselves and others, and among families, communities and traditions. **UW - The World** **30-50** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Shows care and concern for living things and the environment. **40-60** •Looks closely at similarities, differences, patterns and change. *Children know about similarities and differences in relation to places, objects, materials and living things. *They talk about the features of their own immediate environment and how environments might vary from one another.	**Observe** - Commenting on the features they see in their school & grounds on a walk around the respective places. **Measure** - Asking & answering simple questions about the features of their school & grounds **Record** - Drawing some of the key features they notice in their school& grounds in correct relation to one another on a sketch map **Present** - using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features	**Observe** Discussing features they see in the area surrounding their school when on a walk. Asking & answering simple questions about human & physical features of the area surrounding their school grounds **Measure** Collecting quantitative data through a small survey of the local area/school to answer an enquiry question **Record** Classifying the features they notice into human & physical with teacher support. Taking digital photos of geographical features in the locality. Making digital audio recordings when interviewing someone. **Present** Presenting data in simple tally charts or pictograms & commenting on what data shows. Asking & answering simple questions about data.	**Observe** Mapping land use in a small local area using sketch maps and plans Making a plan for how they wish to collect data to answer an enquiry based question, with the support of the teacher. Asking & answering one-step & two-step geographical questions. Observing, recording & naming geographical features in their local environments. **Measure** Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect quantitative fieldwork data. **Record** Taking digital photos & labelling or captioning them. Making annotated sketches, field drawings & freehand maps to record observations during fieldwork. Drawing simple maps & plans to scale (e.g. 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interview to collect qualitative fieldwork data. **Measure** Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect quantitative fieldwork data	**Observe** Mapping land use in a small local area using sketch maps and plans Making a plan for how they wish to collect data to answer an enquiry based question, with the support of the teacher. Asking & answering one-step & two-step geographical questions. Observing, recording & naming geographical features in their local environments. **Measure** Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect quantitative fieldwork data. **Record** Taking digital photos & labelling or captioning them. Making annotated sketches, field drawings & freehand maps to record observations during fieldwork. Drawing simple maps & plans to scale (e.g. 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interview to collect qualitative fieldwork data. **Measure** Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect quantitative fieldwork data ***Y4 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y3**	**Observe** Making sketch maps of areas studied including labels & keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. **Measure** Selecting an appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately. **Record** Using GIS (geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) on to base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting & using real-time/live data. **Present** Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length & digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected & suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with 2 variables.	**Observe** Making sketch maps of areas studied including labels & keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. **Measure** Selecting an appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately. **Record** Using GIS (geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) on to base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting & using real-time/live data. **Present** Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length & digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected & suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with 2 variables. ***Y6 revisits, consolidates and builds on all these knowledge and skills which are introduced in Y5**